

# Frenchs Forest Public School (1946) Annual Report



2015

## Introduction

The Annual Report for 2015 is provided to the community of Frenchs Forest Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Gail Smith  
Principal

## Message from the Principal

2015 was a busy and successful year for the children, staff and parents. Teachers and children continued to work with the new English and Mathematics syllabi, this year adding the new Science syllabus to teaching and learning programs. Students engaged with exciting learning opportunities afforded by the scope of the new curricula and enhanced by the ongoing use of technology so generously provided by the P&C.

Our young performers and artists were successful in their endeavours which included Operation Art, the Sydney North Dance Festival, the Arts Alive Choral Festival, and numerous band events. 2015 saw the inaugural performance of our Japanese drumming group.

Sport continues to play an important role in school life, with Frenchs forest students achieving success at zone, regional and state events.

Children at Frenchs Forest School are encouraged to develop their interests and talents beyond the curriculum, our goal being to give every child an opportunity to find their passions, do their best and become life-long learners. This is only achieved through a strong partnership with our parents, in particular our active and involved P&C.

## School vision statement

Providing a rich and inclusive environment in which all individuals are inspired toward lifelong learning.

## School context

Frenchs Forest Public School is a small, successful school that is committed to providing a rich and inclusive environment where students are inspired towards lifelong learning. Our strong academic programs are enhanced by opportunities for students to excel in choir, dance, band, public speaking, chess, debating and competitive sporting teams. Technology is used widely throughout school programs to enhance learning and engage students. Our caring and dedicated teaching team work in partnership with parents to inspire students to succeed. The school's motto of 'Truth and Honour' is underpinned by school wide student wellbeing programs that encourage and support all students to be respectful, responsible learners.

## Self-assessment and school achievements

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework across the domains of *Learning, Teaching and Leading*.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

Building a learning community with high expectations

### Purpose

To develop a culture of educational aspiration and high expectations and continual improvement across the school community.

### Overall summary of progress

In 2015 the school planned to implement professional learning for staff and parents around English, mathematics, history and geography. Staff were involved in weekly professional learning addressing the purpose of the strategic direction. Parents were involved in professional learning with mathematics with a plan to further implement parent sessions in 2016. The professional learning was highly valued but only reached a small number of parents.

In 2015 staff discussed proposed changes to the timing of parent teacher interviews to make them more meaningful for parents and allow for more informed discussion. This proposal was met with approval when discussed at the P&C and will be implemented in 2016 with a plan to review.

In 2015 the executive team planned to increase their profile and school roles within the school community. This was done successfully through the school newsletter and a greater presence at P&C.

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement measure</b> (to be achieved over 3 years)	<b>Progress achieved this year</b>	
Increased participation in educational information exchanges, e.g. curriculum information sessions, school surveys, parent/teacher interviews, meet the teacher evenings  Student feedback on improved engagement with learning, personal achievement and growth.	School/parent engagement group formed to develop plans for community engagement  Increased communication with P&C re curriculum from principal and executive  Successful parent mathematics workshop conducted by Anita Chin  <i>Tell them from me</i> survey conducted – students, staff, parents  Review of meet the teacher evening to encourage greater participation by parents in 2016  Review and restructure of parent teacher interviews to maximize relevant dialogue to further assist in student engagement and learning	

### Next steps

School engagement team to develop a plan for community learning opportunities and increased communication around the learning progress of their children

Teaching staff led by executive plan learning activities to promote and foster high expectations with student learning and engagement

Teaching staff begin to work with goal setting, collaborative feedback and reflection as part of their professional learning plans

## Strategic Direction 2

Fostering student and staff wellbeing

### Purpose

To support cognitive, social, emotional and physical wellbeing, creating a positive teaching and learning environment.

### Overall summary of progress

In 2015 the school PBL team planned ongoing evaluation of the school's current PBL practices to set the direction for any changes that may be needed to further address the whole school approach to behavioural expectations. The PBL team reviewed the data and successfully evaluated the PBL program with a view to maintain current practice in 2016. Results from the *Tell Them From Me* survey indicated the school is managing student behaviour well.

In 2015 the school planned to focus on creating and maintaining a positive teaching and learning environment. Data was reviewed by the PBL team and a successful review of classroom practices was conducted.

The school's ongoing commitment to PBL ensured behaviour expectations were consistently taught to students and communicated to the community. Parent survey feedback indicated the community would like more information about the schools procedures for discipline. This will be addressed in 2016.

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement measure</b> (to be achieved over 3 years)	<b>Progress achieved this year</b>	
Decrease in number of students being referred to <i>thinking room</i> .	Data showed a small decrease in students being referred to the thinking room	
Increase in staff actively participating in PBEL	Increase in staff actively participating in PBL was noted	
Increase across the community in demonstrating awareness of school wellbeing practices	This will be addressed in 2016 – parents felt they were not fully aware of wellbeing practices across the school	

### Next steps

Communication of wellbeing practices to the wider school community through newsletter, website and social media

Ongoing evaluation of PBL practices by PBL team and whole staff

Introduction of a resilience program for students *Bounceback* to be trialled and evaluated led by the school learning support team

## Strategic Direction 3

Excellence in learning through quality teaching

### Purpose

To develop knowledge, understanding and skills of all students through core curriculum and significant extra-curricular opportunities, ensuring excellence in learning and student development

### Overall summary of progress

A review of the learning support processes was completed successfully. 2016 will see the implementation of clear procedures for referring and supporting students with learning needs. Role statements for the learning support teacher, the classroom teacher and the school learning support officer were clarified and communicated. In 2016 the processes will be evaluated.

The teacher librarian worked with stages 1, 2 and 3 on library and information skills over the year. This will continue in 2016.

Teachers worked in stage teams to develop transparent criteria for student assessment. There was ongoing moderation and discussion. The work with assessment will be enhanced as teams share assessments and move toward whole school criteria that flows between stages

Immersion into the new mathematics syllabus included professional learning with our academic partner Anita Chin which gave teachers strategies to implement effective mathematics teaching methods. This will continue in 2016

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement measure</b> (to be achieved over 3 years)	<b>Progress achieved this year</b>	
Increase in number of students achieving at or above expected level, according to syllabus outcomes in English	Results after one year show the school is on track to increase the number of students at or above expected level. Data will need to be drawn from 3 years to assess this fully.	
Increase in number of students achieving at or above expected level, according to syllabus outcomes in Mathematics	Results after one year show the school is on track to increase the number of students at or above expected level. Data will need to be drawn from 3 years to assess this fully.	
Increase in student engagement in extra-curricular opportunities	2015 saw an increase in the engagement of students with extra-curricular activities. Activities were timetabled and advertised to allow students to attend. Chess and band drew a high interest. The newly formed drum group was a success.	

### Next steps

Learning support processes evaluation

Executive team will continue to lead a discussion around consistency of assessments across stages and possible whole school assessment to track student growth

Continue to develop effective teaching methods for mathematics across kindergarten to Year 6

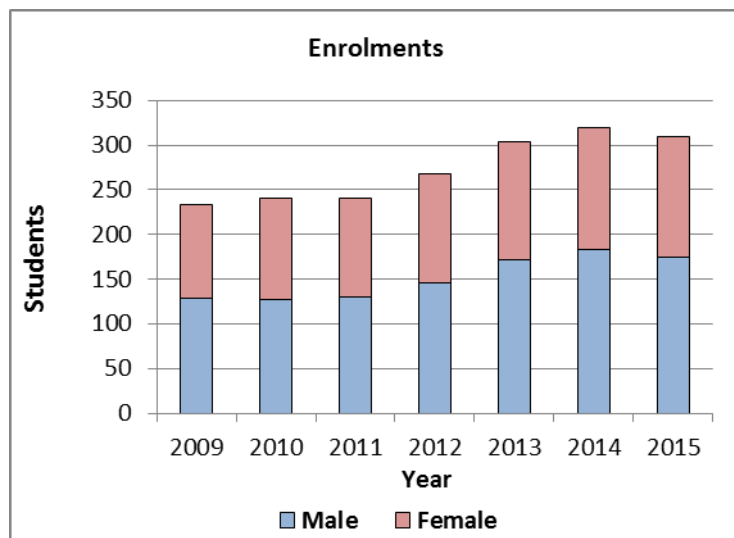
## Key initiatives and other school information

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b> Improve the quality of teaching and learning for Aboriginal students	Personalised learning plans developed in consultation with parents, teachers and the principal ensured an ongoing focus on improving the literacy and engagement of Aboriginal students in the school	\$917
<b>Beginning teachers funding</b> Beginning teachers provided with ongoing feedback and support that is embedded in the collaborative practices of the school	Feedback and support given through a planned mentoring program was successful in improving the classroom practice of beginning teachers evidenced by achieving accreditation at professional competence	\$4,020
<b>English language proficiency funding</b> Employ a specialist teacher to meet the needs of EAL/D students	EAL/D students showed improvement in English language proficiency allowing them to participate more fully in mainstream activities	\$13,725
<b>Socio-economic background funding</b> Strengthen partnerships between school and families	A school engagement team was formed to address how the school family partnership can be strengthened, looking initially at communication and parent engagement with student learning	\$5,184
<b>Adjustment for disability funding</b> Employ specialist staff to meet the needs of students with disabilities	Students in the multi categorical class showed increased participation and engagement in learning through the small class size and the development of individual education plans	\$166,232

## Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

## Student enrolment profile



## Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	97.0	96.7	96.5	96.5	97.0	96.6
	1	95.7	97.0	95.5	94.0	96.0	96.3
	2	96.6	94.2	96.6	95.6	94.8	96.5
	3	96.1	93.8	94.3	96.2	96.4	95.7
	4	95.7	95.3	96.2	96.2	96.2	95.2
	5	96.0	95.6	94.4	95.3	95.7	95.6
	6	93.8	95.1	96.4	95.6	95.8	96.4
	<b>Total</b>	<b>96.0</b>	<b>95.4</b>	<b>95.7</b>	<b>95.6</b>	<b>96.0</b>	<b>96.1</b>
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	<b>Total</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>	<b>94.0</b>

## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

## Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	1
School Counsellor	1
School Administrative & Support Staff	6

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Frenchs Forest School did not have any Aboriginal staff in 2015.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	7

## Professional learning and teacher accreditation

Professional learning for staff is highly valued at Frenchs Forest Public School and is built into the school strategic plan in a purposeful and ongoing manner. In 2015 three teachers were successful in gaining accreditation at the level of Professional Competence whilst five teachers continued to maintain Proficient accredit

## Financial summary for 229 (SAP) schools

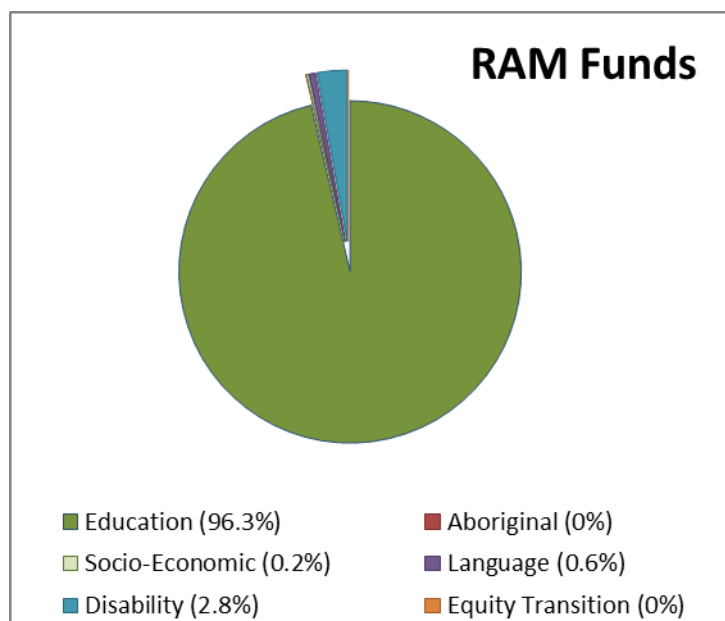
### Financial summary table for the year ended 31 December 2015

The information provided in the Financial summary is current at the date shown. This summary includes reporting from 1 January 2015 to 31 December 2015.

	2015 Actual (\$)
Opening Balance	389,032
<b>Revenue</b>	<b>2,737,801</b>
Appropriation	2,366,496
Sale of Goods and Services	5,196
Grants and Contributions	355,653
Investment Income	10,455
Gain and loss	-
Other Revenue	-
<b>Expenses</b>	<b>(2,665,008)</b>
Recurrent Expenses	
Employee Related	(2,242,858)
Operating Expenses	(422,150)
Capital Expenses	
Employee Related	-
Operating Expenses	-
<b>Surplus/Deficit for the Year</b>	<b>72,793</b>
<b>Balance Carried Forward</b>	<b>461,825</b>



## Funds received through the Resource Allocation Model



The RAM data is the main component of the *Appropriation* section of the financial summary above. A full copy of the school's 2015 financial statement is available at the annual general meetings of the parents and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

### School satisfaction

In 2015 parents, staff and students were invited to take part in the *Tell Them From Me* survey; designed to give all members of the school community an opportunity to give their opinions on things that matter at school so that the school can work towards improving student learning outcomes.

### Student results

#### 88 students from years 4-6

- 97% of students in this school had a high rate of Participation in Sports; the NSW DEC norm for these years is 83%.
- 59% of students in this school had a high rate of Participation in Extracurricular activities; the NSW DEC norm for these years is 55%.
- In this school, 90% of students had positive relationships; the NSW DEC norm for these years is 85%.
- 97% of students in this school valued School Outcomes; the NSW DEC norm for these years is 96%.
- In this school, 91% of students had positive behaviour; the NSW DEC norm for these years is 83%.
- In this school, 91% of students had positive behaviour; the NSW DEC norm for these years is 83%.

## Parent results

30 parents responded to the on-line survey

Question area	10-point scale (10 = strong agreement)
Parents feel welcome	7.3
Parents are informed	6.6
Parents support learning at home	7
School supports learning	7.1
Support for positive behaviour	7.9
Safety at school	7.3

## Policy requirement reporting

### Aboriginal education

In 2015 students across Kindergarten to year 6 engaged in learning programs designed to educate them about Aboriginal histories, cultures, perspectives and current Aboriginal Australia. Education action plans were developed for our small number of Aboriginal students.

### Multicultural Education and Anti-racism

Multicultural education forms an important part of our English and history curriculum. Students engage with multicultural education through visual literacies and our PBL (Positive Behaviour for Learning) program. The school has a trained Anti-racism officer.

### Frenchs Forest Public School contact details

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